

## MARK SCHEME for the May/June 2008 question paper

### **2048 RELIGIOUS STUDIES/BIBLE KNOWLEDGE**

**2048/02**

Paper 2 (Luke and Acts (1-21:15) Essay Questions),  
maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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Candidates are tested on their ability to satisfy two general Assessment Objectives (AOs):

**AO1:** To recall, select, organise and present material from the text and background information, and to use this knowledge to explain the text with understanding. Thus, AO1 is primarily concerned with knowledge, and equates to assessment objectives 1 and 2 in the 2008 syllabus (page 1).

**AO2:** To employ this knowledge to interpret and evaluate the text by demonstrating the significance of its major themes for religious and moral understanding, as well as the author's particular interests, purpose(s) and use of the material in Luke and Acts. Thus, AO2 is concerned with understanding, discussion and evaluation of the material, and equates to assessment objectives 3-6 in the 2008 syllabus (page 2).

The paper is marked out of 60. Candidates answer five questions valued at 12 marks each. Questions consist of two parts: part **(a)**, which tests AO1, earns a maximum of 7 marks, while part **(b)** (AO2) earns up to 5 marks. Marks are awarded based on levels of response for each AO. There are four levels of response for each AO. A descriptor and the marks available for each level are detailed below.

#### AO1 (Knowledge)

<b>Level</b>	<b>Mark</b>	<b>Level Descriptor</b>
4	7	<b>Excellent.</b> A thorough, well-developed and substantial response. Demonstrates extensive and highly accurate knowledge of the subject, moving far beyond merely the main points. Likely to quote the text both at length and accurately, often verbatim. Exceptional and thoughtful.
3	5-6	<b>Good.</b> Addresses the question confidently, competently and coherently. Demonstrates sound, quite detailed and generally accurate knowledge of the subject matter. Covers the main points. May quote from the text fairly extensively, and on the whole, quite accurately.
2	3-4	<b>Satisfactory.</b> A fair, mainly relevant but generally undeveloped response. The candidate demonstrates some factual knowledge, which is fairly accurate and slightly wider than at basic level. Some of the main points are covered but lack substance.
1	1-2	<b>Basic.</b> An attempt to answer the question, but lacks potential and/or is unfinished. Very limited knowledge of the subject. Response includes only a small amount of relevant material. Facts are reported in basic outline only, often inaccurately, though some credible points are made.
0	0	<b>Irrelevant.</b> No attempt whatsoever to answer the set question, or the candidate provides a wholly irrelevant response. Totally illegible.

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AO2 (Understanding/Discussion)

<b>Level</b>	<b>Mark</b>	<b>Level Descriptor</b>
4	5	<b>Excellent.</b> Demonstrates a wide and thorough understanding of the subject/set text. Recognises fully and can explain the significance of material. Can reason, evaluate and discuss in a thoughtful, mature manner.
3	4	<b>Good.</b> Understands the significance of the question. Seeks to move clearly beyond a purely descriptive approach, demonstrating touches of maturity and a willingness to engage with and discuss the material.
2	3	<b>Satisfactory.</b> Response is descriptive but offers a little more than at level one. The candidate attempts, though with limited success, to move beyond a purely descriptive approach, with some limited discussion of the material.
1	1-2	<b>Basic.</b> Limited understanding of the subject. The candidate's response is descriptive and immature, with no attempt to discuss or evaluate the material at all.
0	0	<b>Irrelevant.</b> No response submitted, or clearly lacks any understanding whatsoever of the subject matter.

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The following suggested responses act as a guide only. Credit will be given for answers which are accurate and valid, and marked according to the level descriptors.

## SUGGESTED RESPONSES

### Section A: The Life and Teaching of Jesus as Portrayed in Luke's Gospel

- 1 (a) Give an account of the angel Gabriel's visit to Mary, to tell her of the forthcoming birth of Jesus.

Luke 1:26-38

**Key points:**

Mary in Nazareth/pledged to Joseph  
 Angel said – you are highly favoured/Lord is with you  
 Mary troubled  
 Don't be afraid/birth to son/name him Jesus  
 Will have throne of David/reign for ever  
 Not possible – virgin  
 Power of Most High overshadow/son called the Son of God  
 Elizabeth also have child/nothing impossible with God  
 Mary – I am the Lord's servant

[7]

**Notes:**

Not all points required for Level 4.

- (b) What do we learn from this account about (i) Mary, and (ii) Jesus?

**Examples:**

- (i) virgin/found favour with God/special/her acceptance as Lord's servant  
 (ii) special/linked to God/future role/Son of God

[5]

**Notes:**

Maximum Level 2 if only discussed **one** of Mary or Jesus.

- 2 (a) Describe what happened when Jairus asked Jesus to come to his house, when his daughter was dying.

Luke 8:40-56

**Key Points:**

Ruler of synagogue/fell at Jesus' feet  
 Only daughter dying  
 [On way woman touched him  
 Who touched me/power gone  
 Instantly healed/faith healed her]  
 Jairus' daughter dead/don't bother the teacher any more  
 Don't be afraid/believe and she will be healed  
 Went to house/entered alone apart from Peter, James, John, child's father and mother  
 Crowd – stop mourning – not dead – sleeping/crowd laughed  
 Child stood up/ate  
 Parents astonished/not to tell anyone

[7]

**Notes:**

Level 4 can be achieved without details of the woman who touched Jesus.

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**(b) What do we learn from this story about faith?**

**Examples:**

Belief of Jairus asking Jesus/power going from Jesus/woman's faith/faith healed her/dead therefore no point Jesus going – limits to faith/believe/spirit returned [5]

**Notes:**

Level 4 possible without reference to woman touching Jesus.

**3 (a) Relate the parable of the Rich Man and Lazarus.**

Luke 16:19-31

**Key Points:**

Description of each

Both died/different destinations

Request of Rich man for Lazarus to help him

Abraham explains – great chasm/remember how acted on earth

Send Lazarus/warn my 5 brothers

Have Moses/not even if someone rose from dead

[7]

**(b) What does this parable teach about life after death?**

**Examples:**

Different destinations/earthly life actions relevant to outcome/great chasm/have evidence [5]

**Notes:**

Expect Level 4 to refer back to text. Two good discussion areas could gain Level 4.

**4 (a) Recount two parables about prayer.**

Luke 11:5-8; 18:1-8; 18:9-14

**Key points:**

Friend at Midnight.

Persistent Widow

The Pharisee and the publican

[7]

**Notes:**

If only one example given then maximum award of 4 marks.

**(b) What do these two parables teach about prayer?**

**Examples:**

Persistence/generosity of God/good gifts/we must want what we are asking for/correct attitude for prayer/tax collector went home justified/not spirit of pride [5]

**Notes:**

Maximum Level 2 if only **one** parable discussed.

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- 5 (a) Give an account of the occasion when Jesus was asked about paying taxes (RSV tribute) to Caesar.

Luke 20:20-26

**Key Points:**

Hoping to trap him/to hand him over  
 You speak and teach what is right/no partiality  
 Is it right to pay taxes to Caesar  
 Saw duplicity/show me denarius  
 Whose portrait and inscription?  
 Give to Caesar what is Caesar's/Give to God what is God's.  
 No answer/crowd astonished

[7]

- (b) Explain why they wanted to trap Jesus, and how his answer enabled him to avoid their trap.

Why: blasphemy/authority/challenging Mosaic Law/challenged Messianic expectations/  
 evaded previous traps

Avoided: Romans wanted Taxes/Jews did not want to pay/open to charge of  
 treason/identified with radical nationalists like the Zealots/obey commands of state and also  
 obey commands of God/fulfil your obligations/loyalty to both Emperor and to God. [5]

**Notes:**

Level 2 if only **one** part of question answered.

**Section B: The Birth of the Church as Portrayed in the Acts of The Apostles, Chapter 1-21:15**

- 6 (a) Give an account of the events involving Ananias and Sapphira.

Acts 5:1-10

**Key Points:**

Sold property  
 Kept back some and gave rest to Apostles/Satan filled heart  
 Lied to Holy Spirit  
 Was at your disposal but lied  
 Lied to God not man  
 Ananias fell down dead  
 Wife arrived not knowing about death  
 She lied about money/she died

[7]

**Notes:**

Need both the deaths to be given for Level 4.

- (b) What do we learn from Acts about the daily practices and way of life of the first Christians in Jerusalem?

Acts 2:42-47; 4:32-35

Expect devotion to apostle's teaching/fellowship/breaking bread/prayer/miracles and signs/  
 shared/sold to give to those in need/met together in temple courts/preached/conversions/  
 numbers added

**Notes:**

Maximum Level 2 if only the sharing aspects of life discussed.

[5]

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7 (a) What happened to Saul (Paul) in Damascus after his conversion?

Acts 9:7-25

**Key points:**

Three days blind/not eat nor drink  
 Saul shown Ananias in vision  
 Ananias meets Saul/conversation  
 Gave sight and filled with Holy Spirit/baptised  
 Preached in synagogues/proved Jesus is the Christ  
 Threatened/fled over wall

[7]

(b) Explain how Saul eventually became accepted by the apostles in Jerusalem.

Disciples afraid of him/didn't trust motives  
 Barnabas tells them of events of Saul's conversion  
 Preached fearlessly and debated and had to flee again but was helped to escape

[5]

**Notes:**

Level 4 requires explanation why he wasn't accepted at the start.

8 (a) Describe the healing of Tabitha (Dorcas) by Peter at Joppa.

Acts 9:36-43

**Key points:**

Good deeds of Dorcas  
 Became sick and died  
 Placed in upstairs room  
 Peter in nearby Lydda – urged to come  
 Sent all out of room/on knees and prayed  
 Tabitha get up  
 Opened eyes sat up  
 Shown to all alive

[7]

(b) A number of other miracles are recorded in Acts. What different effects did at least two of these miracles have on those who saw or heard about them?

Examples include: belief to disbelief, bringing ill people to him to be cured, led to strong faith such that apostles urged to attend even the dead. Seen as gods e.g. Paul's missionary journey

Examples of opposition they arose: taken before Sanhedrin/thrown out of cities  
 Expect some reference to different audience (i.e. Jews)

[5]

**Notes:**

For Level 4 two different miracles need to be discussed.

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- 9 (a) Briefly describe one occasion when Peter was imprisoned, and one occasion when Paul was imprisoned.

Peter: Acts 4:1f; 12:4f;

Paul: Acts 16:16f

[7]

**Notes:**

The accounts may not be of equal length. Maximum Level 2 if only one account is given.

- (b) Why, according to Acts, were the early Christians persecuted?

**Examples:**

Stirred up by Jews/seen as going against laws/seen as speaking blasphemy/jealousy/accusing Jews of guilt for Jesus' death/stopping trade/evil spirits opposing them.

[5]

- 10 (a) Give an account of what the sons of Sceva did, and what happened to them.

Acts 19:13-16

**Key points:**

What they did: Jews/drove out evil spirits using name of Jesus/whom Paul preaches

What happened: spirits – I know Jesus/Paul/but who are you?

Man with evil spirit jumped on them and overpowered them

Beat them – they ran out naked and bleeding.

[7]

**Notes:**

Both aspects needed for Level 4.

- (b) What does this story teach about evil spirits?

Evil spirits: their existence/recognition of power of Christianity/personalities

[5]